Daily Lesson GAME Plan: Improving Upper level and AP enrollment in World Language courses

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| Lesson Title: Defining the Problem | Related Lessons: |
| Grade Level: Professional Development | Unit: Making World Language Learning Authentic |

GOALS:

* Students will identify why enrollment is low in upper level and AP World Language Courses.
* Students will research why upper level and AP courses are important to their districts.
* Students will research ways to increase enrollment.
* Students will brainstorm ideas to increase enrollment.

Content Standards:

Content Standards are reflective of the World Language Content being that this Professional Development is for World Language Instructors.

* Connection: Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.
* Comparisons: 4.1 Students demonstrate understanding of the nature of language through comparisons of the cultures studied and their own.
* Comparisons: 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
* Communities: Standard 5.1: Students use the language both within and beyond the school setting.
* Communities: Standard 5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

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| ISTE NETS-S   * 6-8 (11-14) Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. * 6-8 (11-14) Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners. * 6-8 (11-14) Integrate a variety of file type to create and illustrate a document or presentation. * 9-12 (14-18) Select digital tools or resources to use a real-world task and justify the selection bas on their efficiency and effectiveness. | * 9-12 (11-14) Identify a complex global issue; develop a systematic plan of investigation, and present innovative sustainable solutions. * 9-12 (11-14) Identify a complex global issue; develop a systematic plan of investigation, and present innovative sustainable solutions. * 9-12 (14-18) Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs |

Instructional Objectives:

* Introduce the problem of low enrollment in upper level and AP World Language courses.
* To promote critical thinking and self-direction of the students in approaching a solution to this problem.
* To promote critical thinking in collaborative working groups.

ACTION:

Before Class preparation:

* Choose articles for students to read and discuss in class.
* Create a Graphic Organizer to display the problem.
* Secure computer lab for availability for courses.

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| During Class: Ning web page: <http://worldlanguagepd.ning.com/>,  Wiki web page: http://worldlanguagepd.wikispaces.com, classroom site | | |
| Time | Instructional Activities | Materials and Resources |
| Day 1 | Discussion #1: The importance of World Language upper and AP level courses | Ning page, discussion |
|  | Readings | Ning page, attached websites |
|  | KWHL Chart (Discussion # 1) | Ning page, chart |
|  | Discussion #2: KWHL for course enrollment | Ning page, |

Activity # 1:

Discussion: We know that in today's society, technology has allowed us to communicate more globally than ever before.  With this positive change, we need to make sure that our students are more proficient in World Languages.    The problem is that World Languages are not highly promoted in all school systems.  After a certain level, they are considered electives for the students.  As World Language educators, we know that to truly understand and appreciate the language, students need to continue their studies.

Reflect on the enrollment of upper level and AP classes in your district.  Are there classes with more than one level being taught at once? Are you able to reach all of your students by teaching various levels in one class period? Why does enrollment fall short in the upper level and AP courses in your district?

For this discussion, reflect on the following KWHL questions, and make a chart with your responses.  Attach it for everyone to see.  Then select 2 KWHL charts of your colleagues, and post comments and opinions to what you have read.

 KWHL Chart:

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| What do you **KNOW**? | What do you **WANT** to know? | **HOW** will you learn? | What did you **LEARN**? |
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Activity # 2:

Read the following websites and articles about Upper level and AP courses in World Languages. After you have read these articles, reflect on what you learned that you didn’t already know. In the blog section on the Ning, write about your feelings (support them with references to the articles) on how you can promote increasing enrollment in these levels. Think about the following as you formulate your response: Am I finding the information that I need? What are the key problems, ideas, and suggestions that I am learning? Are there valid points that can be used to increase enrollment?

[How important is it to take 4 years of a Foreign Language](http://www.collegeconfidential.com/search_results.htm?cx=013579521852154800353%3Avvp1k6kluvq&cof=FORID%3A9&ie=UTF-8&q=How+important+is+taking+4+years+of+foreign+language%3F+&x=2&y=12#1027) (Parent and student feelings, College Confidential)

[Band vs. Foreign Language: Avoiding a Lose-Lose Proposition](http://strauchmonster.com/page15.html) (A Band Teacher’s Blog)

How AP College Comparability Studies Affect AP Grades for Foreign Language Exams (Be sure to review the links on the right hand side as well.)

[AP courses and College Exams](http://apcentral.collegeboard.com/apc/public/courses/index.html)

[The Role and Future of Foreign Language Instruction in US Schools](https://digitalcommons.georgetown.edu/blogs/programineducationinquiryjustice/?s=the+role+and+future+of+foreign+language+instruction+in+US+schools)

[Building your AP program](http://professionals.collegeboard.com/k-12/assessment/ap/build#content)

[Motivating Students: How to get students excited about AP courses and Exams](http://professionals.collegeboard.com/k-12/assessment/ap/plan/motivating#content)

MONITOR:

Ongoing Assessment(s):

* Are my students understanding the information and gaining new insight into their beliefs?
* Are my students able to find new ways to make some changes in their current curriculum?

Accommodations and Extensions:

Back-up Plan:

Have physical copies of discussions, articles and Graphic organizer printed up for each student or group of students to review.

Diversity:

Second Language Learners: Students are paired with groups of like languages; their colleagues will be able to assist them with language barriers

Exceptional Learners: Students are given self-reflective assignments (discussions) that will help them to identify their learning strengths.

EVALUATION:

Lesson Reflections and Notes:

Was it helpful to meet with everyone in person first?

Did my students understand how to navigate the Ning so that they can do it on their own?

References:

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*Building Your Ap Program*. (2010). Retrieved May 10, 2010, from College Board: http://professionals.collegeboard.com/k-12/assessment/ap/build#content

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*How Important is taking 4 years of Foreign Language*. (2010). Retrieved May 10, 2010, from College Confidential.com: http://talk.collegeconfidential.com/musical-theater-major/852046-how-important-taking-4-years-foreign-language.html

*Motivating students*. (n.d.). Retrieved May 10, 2010, from College Board: http://professionals.collegeboard.com/k-12/assessment/ap/plan/motivating#content

Strauch, R. (2008). *Band vs. Foreign Language: Avoiding a Lose-Lose Proposition*. Retrieved May 10, 2010, from Strauchmonster.com: http://strauchmonster.com/page15.html

*The Role and Future of foreign language instruction in US schools*. (2010). Retrieved May 10, 2010, from Program in Education, Inquiry, & Justice: Georgetown University: https://digitalcommons.georgetown.edu/blogs/programineducationinquiryjustice/?s=the+role+and+future+of+foreign+language+instruction+in+US+schools